

The House of Education,

Ambleside.

(Zinn's papers)

Points that these papers  
go to establish: -

1) That it is not necessary  
for the teacher to peptonise  
or pre-digest the material  
~~for~~ knowledge.

The mind whether of the  
child or of the grown-up  
person is adapted to  
deal with such material  
at first hand.

2) That the Co-ordination  
of knowledge with a view



to forming "apperception  
masses" is also an  
unnecessary act of  
predigestion on the part  
of the teacher except  
where such co-ordination  
is obvious & necessary as  
that the same periods of  
English European or French  
History should be studied  
at the same time <sup>along</sup> with  
the literature belonging  
to the period.

3.

That children study on  
an extended programme  
with more interest with  
as much success as on a  
limited one & that there  
is no tendency whatever to  
make "howlers" or to mix  
up the various subjects of  
study.

4.

That this clearness of  
comprehension depends  
upon the use of good  
books, studied at first



hand by the children ~~on some cases~~ <sup>or in some cases</sup> ~~had~~  
 themselves. We believe that  
 the ability to get knowledge  
 out of a well-written & fairly  
 copious book with little  
 assistance from the teacher  
 is a fair test of progress.

(In some cases as Plutarch's  
Lives, for example, it is  
 advisable for the teacher  
 to read to the children.)

We think that the excessive  
 use of oral teaching has  
 a paralysing effect upon  
 the children's minds that  
 the trick of answering  
 is often only a mechanical

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 a pose.

5 We find that no stimulus  
 whatever either in the  
 way of marks, places,  
 prizes, or what not, is  
 necessary because children  
 find knowledge duly  
 presented & not broken up  
 too small is in itself  
 entrancing.

6 We find that children  
 accustomed to books can



to spell, write & compose.  
We make much use of  
narration in the younger  
classes & do not let children  
write except for practice  
until they are able to  
write with ease.

Mathematics, Language,  
Elementary Science, & much  
more of what is called  
oral teaching but information  
about nature should be  
much helped by observation  
assisted by the microscope  
on the blackboard diagrams etc.  
We think that the use

of books of some literary  
value (not mere compendiums)  
induces the habit of reflection  
which seems to us more valuable  
than the merely receptive habit  
induced by oral teaching  
however much the children  
may be stimulated by  
questions etc.